

Spring 2013 Michigan Merit Examination (MME) Performance Level Descriptors (PLDs)

The following tables contain the approved performance level descriptors (also found on pages 2 and 3 of the 2013 MME Parent Report).

Subject	Level	Text
Reading		The reading assessment measures reading comprehension by requiring students to derive meaning from several types of texts including narrative, expository, and workplace communications such as letters, instructions, and governmental regulations. Determining main ideas, locating and interpreting significant details, identifying relationships, understanding the meaning of words, and drawing conclusions are all skills that are assessed. The overall emphasis is on higher-order levels of thinking, such as analysis and synthesis of information from several content areas including literature, humanities, social science, and natural science.
Reading	1-Advanced	A STUDENT AT THE ADVANCED LEVEL: Comprehended complex narrative and informational text by referring to what was explicitly stated and used reasoning skills to draw inferences, analyze, synthesize, and evaluate text consistent with high school expectations. With instructional support, the student should continue to excel.
Reading	2-Proficient	A STUDENT AT THE PROFICIENT LEVEL: Comprehended more challenging narrative and informational text by referring to what was explicitly stated and used reasoning skills to draw inferences, analyze, and synthesize text consistent with high school expectations. With instructional support, the student should maintain and improve proficiency.
Reading	3-Partially Proficient	A STUDENT AT THE PARTIALLY PROFICIENT LEVEL: Requires assistance to improve achievement. This student comprehended uncomplicated narrative and informational text by referring to what was explicitly stated and used reasoning skills to draw inferences consistent with high school expectations.
Reading	4-Not Proficient	A STUDENT AT THE NOT PROFICIENT LEVEL: Requires intensive intervention and support to improve achievement. The student did not demonstrate comprehension consistent with high school expectations.

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Writing		The MME Writing assessment contains two separate measures of writing: The ACT Writing test and The ACT English test. The ACT Writing test is a direct measure of students' ability to write persuasively about a given topic. The ACT English test uses multiple-choice items to test revising and editing of standard conventions of written English (punctuation, grammar and usage, sentence structure, organization, and style) in context within various writing formats. Your student's constructed response to the ACT writing prompt and the responses to the multiple choice items on the ACT English test contribute to the MME Writing score.
Writing	1-Advanced	A STUDENT AT THE ADVANCED LEVEL: Demonstrated clear and consistent understanding of the Michigan High School Content Expectations measured by the two portions of the writing test. With instructional support, the student should continue to excel in writing achievement and in demonstrating the process and conventions of writing.
Writing	2-Proficient	A STUDENT AT THE PROFICIENT LEVEL: Demonstrated understanding of the Michigan High School Content Expectations measured by the two portions of the writing test. With instructional support, the student should maintain writing achievement and knowledge about the process and conventions of writing.
Writing	3-Partially Proficient	A STUDENT AT THE PARTIALLY PROFICIENT LEVEL: Demonstrated some understanding of the Michigan High School Content Expectations measured by the two portions of the writing test. The student requires instructional support to gain knowledge about the process and conventions of writing and to improve writing achievement.
Writing	4-Not Proficient	A STUDENT AT THE NOT PROFICIENT LEVEL: Demonstrated little understanding of the Michigan High School Content Expectations measured by the two portions of the writing test. The student may require intensive intervention and support to gain knowledge about the process and conventions of writing and to improve writing achievement

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Mathematics		The goal of mathematics education is for all students to develop mathematical power to participate fully as citizens and workers in our contemporary world. High school mathematics includes the study of (a) quantitative literacy and logic; (b) algebra and functions; (c) geometry and trigonometry; and (d) statistics and probability.
Mathematics	1-Advanced	A STUDENT AT THE ADVANCED LEVEL: Performed mathematical skills, understood concepts and solved complex, non-routine problems consistent with high school content expectations. With instructional support, the student should to continue to excel.
Mathematics	2-Proficient	A STUDENT AT THE PROFICIENT LEVEL: Performed mathematical skills, understood concepts and solved problems consistent with high school content expectations. With instructional support, the student should maintain and improve proficiency.
Mathematics	3-Partially Proficient	A STUDENT AT THE PARTIALLY PROFICIENT LEVEL: Requires assistance to improve achievement. The student demonstrated only partial understanding of the mathematical skills and concepts needed to solve problems consistent with high school content expectations.
Mathematics	4-Not Proficient	A STUDENT AT THE NOT PROFICIENT LEVEL: Requires intensive intervention and support to improve achievement. The student did not demonstrate mathematical skills and concepts consistent with high school content expectations.

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Science		During the initial high school years, all students learn to understand and critique scientific theories; they learn the general science concepts of the biological, the chemical, the physical world around them, and the elements and processes that make up and affect Earth. They construct new scientific knowledge by implementing inquiry skills to develop models that will test scientific hypotheses and evaluate theories about the universe. They gather and use quantitative and qualitative data to investigate and support scientific inquiry. They reflect on scientific knowledge by evaluating limitations of evidence used to support decisions about their lives and society.
Science	1-Advanced	A STUDENT AT THE ADVANCED LEVEL: Can design, conduct, and critique investigations based on abstract questions; manipulate and adjust scientific variables; and has a thorough integrated knowledge of basic biological, chemical, Earth science, and physical science concepts. With instructional support, this student should continue to excel.
Science	2-Proficient	A STUDENT AT THE PROFICIENT LEVEL: Can design and conduct scientific investigations based on questions, manipulate and adjust scientific variables, and has an integrated knowledge of basic biological, chemical, Earth science, and physical science concepts. With instructional support, this student should maintain and improve proficiency.
Science	3-Partially Proficient	A STUDENT AT THE PARTIALLY PROFICIENT LEVEL: Requires assistance to improve achievement. This student have some ability to design scientific investigations based on questions and has partial knowledge of basic biological, chemical, Earth science, and physical science concepts.
Science	4-Not Proficient	A STUDENT AT THE NOT PROFICIENT LEVEL: requires intensive intervention and support to improve achievement. This student has demonstrated minimal ability to design and conduct scientific investigations and has a very limited knowledge of basic biological, chemical, Earth science, and physical science concepts.

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Social Studies		The goal of Social Studies is to prepare students to be responsible citizens. Responsible citizens demonstrate knowledge of history, civics and government, economics, and geography, as well as have the ability to apply this knowledge to everyday life. Thinking skills developed within the Social Studies curriculum must be practiced and applied as a way to maintain our constitutional democracy, to respect core democratic values, and to understand the global connections of modern society. High school students need to evaluate different viewpoints when making decisions about public concerns.
Social Studies	1-Advanced	A STUDENT AT THE ADVANCED LEVEL: Analyzed, synthesized, and applied social studies information and concepts. The advanced student needs support to continue to excel.
Social Studies	2-Proficient	A STUDENT AT THE PROFICIENT LEVEL: Analyzed and used social studies information and concepts. The proficient student needs support to maintain and improve proficiency.
Social Studies	3-Partially Proficient	A STUDENT AT THE PARTIALLY PROFICIENT LEVEL: Needs assistance to improve achievement. This student displayed an incomplete body of knowledge about social studies information and concepts.
Social Studies	4-Not Proficient	A STUDENT AT THE NOT PROFICIENT LEVEL: Needs intensive support to improve achievement. The student has difficulty in recalling, understanding, and using social studies information and concepts.